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Drawing and painting.— All lessons and studies which prove sufficiently interesting will be illustrated in whatever way the children choose. The pictures can be made a means of helping in the imagery of the subject-matter illustrated, if the teacher insists that they express the facts, not only as the child sees and feels them, but as truly and completely as he can be *led* to see them and feel them.

THIRD GRADE.

GUDRUN THORNE-THOMSEN.

THE basis for the work of the year is the community life of the children. The aim is to present the best conditions for the children to gain social experience, and to use this experience for the good of the community. To this end the children will be organized into groups engaged in social activities. Activities and occupations which will be carried on during the year: cooking, baking, and preserving; care of domestic animals, chickens; gardening: a vegetable and flower garden; pottery: making of dishes, vases, statuettes, bas-reliefs, etc.; sewing: making of necessary articles for use in the school and at home—aprons, dusters, bags, etc.; wood-work: necessary apparatus, gifts for the home, etc.; bookbinding. Other activities may be engaged in according to necessity.

The children will be encouraged to acquire knowledge from every available source in order to carry on these activities in the most effective manner. For this purpose it will be necessary to visit factories and other places in the vicinity where similar occupations are engaged in; also museums and collections of all kinds; to perform experiments and use books and pictures for information, as well as objects and specimens from the school museum. Each activity has a scientific and a social aspect; both will receive due attention. Records of the work will be kept in the form of finished articles, collection of objects studied, written notes, essays, drawings, and paintings.

Bread, our staple food, will first receive our attention. The group will try to bake some bread, and it is believed that even a failure will be of educative value.

Recipe from Mrs. Norton, COURSE OF STUDY, March, 1901, Vol. I, p. 623: 1 pint of liquid (milk, or milk and water); 1 tablespoon of butter; 1 tablespoon of sugar; 1½ teaspoons of salt; 1 yeast cake moistened with ¼ cup of water. Flour to make dough stiff enough (about 6 cups). Scald milk, add butter, sugar, and salt, and cool to 80° F., or until it feels cool to the finger. Break the yeast into bits and mix it thoroughly, with the water at a temperature of 80°; add the milk and stir in flour gradually with a knife or wooden spoon. When the dough is just stiff enough to make into a smooth ball, knead it on a slightly floured board till smooth and elastic. Return to the mixing bowl, cover closely with a cloth and tin cover, and let it rise till double its bulk, keeping it at a temperature of about 75°. Shape into small loaves, place in the pans, cover, and let rise till it again doubles its bulk. Bake in a hot oven for about fifty minutes.

Probably a great many questions will arise, some of which the children will not be ready to take up; but a record will be kept of them.

Visit a large bakery (Kohlsaat's). Inquiries as to the materials used in bakery will necessitate a visit to a farm. As most of the children have been on a farm during harvest time, and have seen the methods for gathering and thrashing the grain, we may now see the different grains stored in the bins and gather data for future work with regard to machinery and implements employed, care of animals and their food, etc., etc. The work of the farmer at this time of the year will be studied and samples of products of the farm brought back to the school. On all excursions the physical features of the landscape will be noticed —plains, hills, brooks, and river basins. Samples of soil in different places will be taken and compared.

The enormous amount of wheat used by the people of this country may be realized by the children in some such manner as this: How much flour is used on an average in each household? Average per person? How much in Chicago? In the United States? Where does it all come from? By the help of pictures and descriptions the child will enlarge his mental picture of the Illinois farm visited to the great wheat-producing belt.

Observations of carloads and ships filled with grain will lead to a study of the transportation of the grains to us. The storing of the grain in grain elevators and its redistribution will be considered. This subject may not be taken up in full during October, there being so much other material which can be utilized only during this month.

The wheat in the sheaf and the product of wheat have been observed. The children will discuss ways and means of producing flour. They will be encouraged to invent devices for thrashing and grinding, and as the methods suggested probably will be similar to those used by primitive peoples, stories of primitive agriculture will be told.

Every bit of prairie, or any vacant lot, invites a study of seeds at this time of the year. Children will note the number of seeds of different plants, and also make careful observations concerning the quantity of seeds produced on one square foot of ground. Discuss significance of these facts. The means for distribution of seeds will be studied, and how promoted by various devices, as prickles, wings, coloring of fruit. Collections of seeds will be made and kept in boxes or envelopes, and pasted on charts. Consider man's methods for the distribution and collection of seeds for his own purpose; proportion of number of seeds sown to number of seeds gathered.

Sewing.—Very simple aprons will be begun.

Pottery.—Jars and vases for flowers, to be used in the room.

Literature.—For silent reading and study such material will be used as will intensify and explain the work of the month. For oral reading the poems "The Tree," by Björnson, and "How the Leaves Came Down," by Susan Cooledge, will be used. The *Story of Ulysses,* by Agnes Cook, will be begun. The home and costumes of the Greeks will be studied from pictures, statues, models, and descriptions. The making of Greek costumes will be begun.

Housekeeping.—Throughout the year every care will be taken to make the children feel responsible for the appearance of their schoolroom, and everything connected with it, as plants, etc. If convenient, some domestic animals will be taken care of by the children.

Music.—(See outline on music by Miss Goodrich.)

Number.—Problems will arise in the study of the seeds; also in connection with the discussion as to the amount of wheat used in the United States. Most of the activities carried on by the children will necessitate number work. Some of the problems will be given next month, when a record of October's work will be published.

Physical training.—All the children will be weighed and their measurements taken. Out-of-door games and sports will be organized. (For gymnastics see outline by Mr. Kroh.)

French.—(See outline on French by M^{lle} Ashleman.)

Art.—The landscape as a whole, and the particular parts studied, will be painted and drawn; also scenes on the farm, the animals, the people at work, etc., etc. Fairy stories will be illustrated on the blackboard, and on paper with colored crayons. (See outlines on art.)

REFERENCES: Jackman, *Nature Study and Related Subjects;* Rice, *Course of Study in History and Literature;* Mrs. Wilson, *Handbook of Domestic Science;* Goodfellow, *Dietetic Value of Bread;* Carpenter, *A Visit to a Great Wheat Farm; Geographical Reader, North America* (American Book Co.); Chisholm, *Handbook of Commercial Geography;* U. S. Department of Agriculture, *Album of Agricultural Graphics;* Lubbock, *Flowers, Fruits, and Leaves;* Wallace, *Dispersal of Seeds, Darwinism* (Humboldt Library); Shaler, *Natural Products and Rescources of North America, Story of Our Continent;* Hale, *Stories of Invention;* Parton, *Captains of Industry;* Joly, *Man Before Metals; Odyssey*, Palmer's translation (Houghton, Mifflin & Co.); Cook, *Story of Ulysses* (Public School Publishing Co.); Gardiner, *Early Chapters in Greek History;* Burckhardt, *Schliemann's Troy* (Harper); Guhl and Köner, *The Life of the Greeks* (Appleton).

FOURTH GRADE.

OUTLINE FOR OCTOBER AND NOVEMBER.

GERTRUDE VAN HOESEN.

History.—The work for the year is based upon the activities to which the growth of Chicago is due. It is, in reality, a gathering up of the experience of the previous years, with a view to a better understanding of our civilization.

The year's work may be divided into three parts: (1) the growth of the city from its earliest days to the present; (2) the care of the city; (3) the principal materials necessary to its growth.

I. THE HISTORY OF CHICAGO.

1. Transportation: The basis for the beginnings of this work will be an excursion up the Chicago river and the drainage canal. (*a*) Transportation of today. (*b*) The reason why Chicago is a railroad center. (*c*) Number of railroads and steamship lines leading to the city. (By means of a map show the railroads of the United States.)

2. Early history of Chicago. (*a*) Picture Chicago as it was before visited by white men. (1) Brief study of Indian life. (Read *Hiawatha.*) (2) The Indians' means of transportation. How made? (*b*) First white men to visit Chicago. Stories of Marquette, Joliet, and La Salle, showing their purpose, courage, and strength of character.

II. METAL-WORK.

As iron forms the principal material used in the framework of the large public buildings, bridges, railways, etc., of today, the work with metals will begin in this grade. It will consist of the uses, practical and ornamental, to which the children can put brass and soft copper. As a material the latter combines, in some measure, the pliability of clay and the resistance of wood, and